

Binda Public School

Annual Report



2018



1231

Introduction

The Annual Report for **2018** is provided to the community of Binda Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Lisa Harrison

Principal

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Message from the Principal

2018 was a strong year for student learning at Binda Public School, with many opportunities for our school to continue to grow as an effective and valued learning community. We strengthened our working relationships with other local Small Schools, forming a more supportive and effective educational network to encourage, support and educate our staff and students on a daily basis.

Binda Public School continued to work within the Early Action for Success (Phase 2) framework, as part of a small schools regional group, sharing an Instructional Leader (Literacy and Numeracy) and participating in professional learning to ensure quality teaching and learning practices continue to be embedded in our learning programs.

Our involvement in the Digital Technologies project (ACARA) was strengthened and our community was involved in the inaugural STEM Challenges for the local network of schools. This was led by Crookwell High School and supported by the Regional Development Unit. Perhaps the highlight of this was working with a production crew who created a short documentary showcasing Binda Public School and one of our senior students, as part of a regional overview of how STEM can be successfully implemented into our schools.

I would like to thank the Binda School Community and the P&C for their ongoing support and commitment to our school over the last year. The strengthening of community involvement has been a positive step forward that has greatly benefited our entire learning community.

I would also like to acknowledge and thank my staff for their dedication and commitment to providing an inclusive and challenging learning environment. Our students truly are encouraged to work hard every day as they *...learn, achieve and succeed at Binda Public School.*

School background

School vision statement

Binda Public School is a rural village school with a dedicated focus on education. We are committed to providing an inclusive education in a collaborative and engaging environment, preparing students to succeed in a dynamic and complex society.

We encourage our students to achieve their personal best as confident, creative and successful learners, enabling them to become resilient, courteous and considerate global citizens who possess perseverance, self-confidence and self-discipline.

School context

Binda Public School is a progressive, well-resourced small village school. It is located on the Southern Tablelands, 20km west of Crookwell, on the traditional land of the Wiradjuri people.

The staff are committed to implementing learning programs which strengthen student engagement and provide a solid foundation for their future learning. High student expectations and opportunities encourage maximum personal and academic growth, providing learning opportunities which aim to take students beyond their immediate experience.

Through our welfare and values programs we provide opportunities for students to develop their social skills, self-confidence and independence, including programs that involve them in decision making and responsibility for various aspects of the school.

The school has an active P&C with parents and community members interacting positively for the benefit of our students across a range of activities.

The current school enrolment sits at 10 students, with 5 students identifying as Aboriginal. Our teaching staff comprises a Teaching Principal and a part-time teacher/Learning and Support Teacher. The School Administration Manager works three days per week with an SLSO position filled on a part-time basis, providing extra support in the classroom learning program.

Binda Public School works in collaboration with various schools within our learning network, is a participating school in the Digital Technologies Project, and works within the Early Action for Success Program (Phase 2).

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Within the domain of Learning, Binda Public School has a demonstrated commitment across the school community that all students make learning progress throughout the school year consistent with their ability and stage of learning. Information is regularly collected and analysed to inform and support educational programs to ensure effective student growth. Attendance data is regularly analysed and used to inform planning for future directions. Whole school and personalised attendance procedures are improving regular attendance rates for our students, including those who are at risk, with our goal of 90% student attendance being achieved for the 2018 school year.

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school. Technology that supports learning is available and expertly integrated into lessons by teachers.

The domain of Teaching identifies that our teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including providing relevant adjustments to support learning. Most students can articulate their learning and understand what they need to learn next to enable continuous improvement. Teachers share their criteria for student assessment with students using formative and summative assessments providing students with targeted and positive feedback on their learning.

As a part of the domain of Leading, Binda Public School continually strives to establish a professional learning community focused on the continuous improvement of teaching and learning. Binda Public School identifies expertise within its staff and draws on this to further develop its professional learning community. All teachers use professional standards and PDPs to identify and monitor specific areas for development. Teachers are supported to trial innovative or evidence based, future-focused practices.

Long term financial planning is integrated with school planning and implementation processes to address school strategic priorities and meet identified improvement goals. Administrative staff are expert users of available technology and systems.

Our self-assessment processes assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Engaged Learning and Teaching

Purpose

To continue to build upon quality teaching practices and student learning through the development of relevant, engaging and differentiated programs, working continually to improve individual student growth in an innovative and digitally supported learning environment.

Overall summary of progress

As always, delivering an effective, challenging and relevant learning program for our students is the priority for the staff of Binda Public School. Staff have been engaged in professional collaboration with representatives from within the Department of Education and the Australian Curriculum Assessment and Reporting Authority. This has been followed up by collaboration and professional development in the areas of Literacy and Science and Technology throughout 2018.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Student achievement is equal to or greater than the expected student growth as indicated through the learning progressions. – Students achieve one year's growth for one year's learning.	\$1000 for teacher release to work with Instructional Leader	Each student has a learning profile in the areas of Literacy & Numeracy. Our students met the intended learning outcomes as set by the teaching staff in conjunction with our Instructional Leader. Additional support was provided for students in the areas of identified weakness.
A dynamic learning programming cycle using evidence based data, supporting higher expectations and feedback on learning strategies and teacher practice.	\$2000 for Teacher release 1 day per term for collaborative programming.	A cycle of five weeks learning and evaluating our teaching program has seen a greater fluidity of planning, assessing and evaluating in programming. This has resulted in a more fluid and effective teaching/learning program based on differentiation for all students as all staff take ownership for the learning program that is delivered.
Improved levels of student attendance and wellbeing.	Principal Release to meet with HSLO, counsellor and parents as needed	The attendance policy has been reviewed in conjunction with the HSLO. A celebration of 50 days attendance for students has been introduced successfully. The goal of our school attendance rate reaching 90% for 2018 was achieved.

Next Steps

Binda Public School will continue working with Ms Kim Vernon from ACARA on the Digital Technologies Project. 2019 is the second of our three year partnership.

We are in the final year of working with our Instructional Leader for Early Action for Success in Literacy and Numeracy. In 2019 we will be working with the Instructional Leader based at Goulburn South Public School.

Staff are continuing to work on producing a quality teaching program that meets the changing needs of our learning community.

Strategic Direction 2

Effective Partnerships and Collaboration

Purpose

To establish a greater level of engagement and collaboration within our learning community, resulting in a stronger educational environment for all stake holders at Binda Public School, while strengthening our working partnerships within the educational network and community.

Overall summary of progress

The local network of Crookwell Schools has begun to meet on a more formal basis to discuss and plan opportunities to support our educational community. The small schools of Binda, Bigga and Laggan Public Schools have further strengthened their network, developing strategies to provide learning collaboration and professional opportunities, supporting all staff across the domains of teaching, well being, finance and administration.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased collaboration and shared development of Educational programs and opportunities within the local rural school network to expand student opportunity and teacher practice.	Workshops with Queanbeyan Teacher Quality Advisor – Peter Cox / Mary–ann Giltrap 2 days teacher relief –\$1000	Collaboration meeting/ professional learning opportunities /shared student learning opportunities at 5 weekly intervals.
Greater participation in culturally inclusive programs, experiences and positive learning environments which foster engagement, effective relationships and connections within our community.	Transport costs to Crookwell High School and supporting staff \$2000 Visiting incursions and professional mentor costs – covered by the RDIS	STEM project led by Crookwell High School in conjunction with The Regional Development Unit.

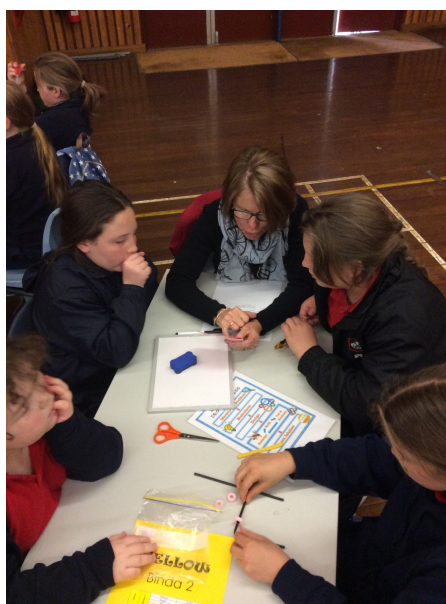
Next Steps

The collaboration between schools will become more formal with the naming of the Crookwell Network of schools and a timetable of official meetings set throughout 2019.

The small schools network has developed shared learning days across the year with each school hosting a day a term. This will have a shared learning focus for students and be a vehicle to deliver relevant professional development for staff.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$14934 – additional teacher support hours	Increased student attendance rate and student engagement across the Key Learning Areas, especially those of English and Mathematics Increased parental involvement and interest in the student learning program
Low level adjustment for disability	\$10 411 + \$1 515	Increased student attendance rate and student engagement across the Key Learning Areas, especially those of English and Mathematics Increased parental involvement and interest in the student learning program Teacher collaboration and support to implement individualised targeted learning programs
Quality Teaching, Successful Students (QTSS)	\$2082	Ongoing professional learning for staff and the implementation of activities to support the ACARA Digital Technologies
Socio–economic background	\$14 934	Provided a support learning officer in the classroom to support the teacher 4 days per week
Digital Technology Initiative	\$1000	Technologies (including Bee Bots and Wee Bots) were purchased to support and challenge student learning



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	3	2	5	5
Girls	8	9	10	5

Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.1		87.1	
1	90.8	94.6		96.3
2		89.2	90.3	
3	97.8	96.8	87.1	91.6
4	76.1	94.3	96.8	88.6
5	73.9	91.4	89.2	
6	96.2	85.5	97.8	86.2
All Years	89.6	91.6	89.9	90
State DoE				
Year	2015	2016	2017	2018
K	94.4		94.4	
1	93.8	93.9		93.4
2		94.1	94	
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	
6	93.5	93.4	93.3	92.5
All Years	94	93.9	93.9	93.2

Management of non-attendance

Student attendance has been an area of targeted focus for our school community during 2018. In conjunction with Ms Jennifer Northwood, our staff has updated the attendance policy and procedures. This has been shared with the school community through letters, snippets in the newsletter and individual phone calls when needed.

Individual student attendance patterns have been monitored, with classroom discussions focusing on the correlation between learning and attendance. Students who have a record of 50 days attendance are rewarded and certificates for attendance greater than 94% for the year are handed out at Presentation Day.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.15
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.88

*Full Time Equivalent

All staff at Binda Public School embrace diversity and invite community members into our school regularly to share their experiences and knowledge with our learning community.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

Professional learning and teacher accreditation

All staff who work at Binda Public School are accredited and have successfully undertaken the mandatory training, including the Working With Children Check, first aid and emergency care.

In the area of School Administration, our School Administration Manager and Principal have participated in several rounds on professional training for the implementation of SAP HR and EFPT budgeting.

All teaching staff have been involved in school based professional development in the implementation and use of Assessment of Literacy and Numeracy (ALAN) for student learning using the Literacy and Numeracy Learning Progressions. Collaboration and professional instruction were ongoing through the Early Action for Success (EAfS) Intervention program for Literacy and Numeracy.

As part of the Digital Technology project in conjunction with ACARA, the Teaching Principal attended training over two days with NESA as an introduction to the expectations and familiarisation of the digital technology component of the update Science and

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	72,098
Revenue	361,032
Appropriation	355,286
Sale of Goods and Services	0
Grants and Contributions	4,731
Gain and Loss	0
Other Revenue	0
Investment Income	1,015
Expenses	-338,429
Recurrent Expenses	-338,429
Employee Related	-297,537
Operating Expenses	-40,892
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	22,603
Balance Carried Forward	94,701

Binda Public School maintains a strong budget and uses this to benefit the smooth operation of our school, in the area of management, educational programs and physical upkeep of the school environment.

Currently funds are being kept in reserve to complete emergency maintenance that will need to be carried out due to the aging of resources and buildings. This will be undertaken as trades or resources become available. Funds have also been rolled over intentionally to fund staff and programs that will be continuing into the future.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2018 Actual (\$)
Base Total	275,860
Base Per Capita	2,901
Base Location	10,065
Other Base	262,895
Equity Total	41,240
Equity Aboriginal	14,919
Equity Socio economic	14,394
Equity Language	0
Equity Disability	11,927
Targeted Total	38,724
Other Total	15,177
Grand Total	371,000

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments. Binda Public School had one student who sat the NAPLAN paper test in 2018.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Binda Public School had one student sit the Literacy (including Reading, Writing, Spelling, and Grammar and Punctuation) component of the NAPLAN testing in 2018. Because our cohort is less than 10 students, we are unable to display data graphs to indicate the overall results in each area due to reporting and privacy concerns.

Binda Public School had one student sit the Numeracy component of the NAPLAN testing in 2018. Because our cohort is less than 10 students, we are unable to display data graphs to indicate the overall results in each area due to reporting and privacy concerns.

Multicultural and anti-racism education

Throughout 2018 students participated in Harmony Day activities, NAIDOC Week activities and other activities relating to multicultural education in their classroom learning.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

Due to the small cohort of students in Years 3 and 5 we are unable to report on this area to protect anonymity of the students. Binda Public School consistently works towards building upon and developing student growth in accordance with the *Premier's Priorities: Improving education results*.

Parent/caregiver, student, teacher satisfaction

The parent community continued to show high levels of participation in school and community activities throughout 2018. The school P&C had a higher percentage of families represented during the year. Parents were involved in parent-teacher interviews and the development of individual student learning plans. Parental feedback on the school and its programs in 2018 were very positive.

Following observation, discussion and feedback, the staff of Binda Public School were pleased with what had been achieved in the delivery of a well balanced, targeted and engaging learning program for our students. It was felt that 2018 had been a rather hectic year of many changes and that a stronger focus for 2019 would be placed on staff wellbeing.

Policy requirements

Aboriginal education

Binda Public School is very proud of the achievements of our students who identify as Aboriginal or Torres Strait Islander. In 2018, 5 students who identified as Aboriginal were enrolled from Year 1 to Year 6. This was 50% of our total enrolment. Our school is committed to improving Literacy and Numeracy outcomes for our Aboriginal students and educating all students and staff about the culture of Aboriginal Australians. Throughout the year Indigenous students are encouraged to present the 'Acknowledgement to Country' at our school assemblies, school functions and inter school meetings and visits.